

Geography Coverage and Essential Learning

St Margaret's Catholic Voluntary Academy | Class 1 | Reception Year 1 and Year 2 | 2026 to 2027

The agreed term order is retained as part of the school's two-year programme. The year shown identifies the Kapow source unit; teachers adapt depth, support and assessment for each year group. This sheet covers 2026–27 and does not replace the complete two-year coverage map.

Reception objectives are selected and paraphrased from the supplied Kapow progression. Activity links connect the Reception units to the shared themes; they are not a requirement to teach KS1 content to Reception.

Term and shared unit	Reception objectives and activity links	KS1 knowledge skills and fieldwork	Key vocabulary	Suggested assessment evidence
Advent What is the weather like in the UK? (Year 1)	Observe weather and seasonal changes; begin to name the seasons and describe their features. Ask and answer simple questions about the immediate environment. Talk about a map as a picture of a place. Activity links: Outdoor adventures: Exploring the weather; Exploring the seasons; Dress the teddy. Local Reception application: describe weather and suitable clothing.	Name and locate the four UK countries and their capitals. Describe daily weather and seasonal patterns; weather can differ between places on the same day. Explain how conditions affect clothing and activities. A forecast predicts weather; it is not a guarantee. Skills and fieldwork: Locate places on UK maps; read weather symbols and begin to use N, S, E and W. Observe weather at a consistent place and time; use simple instruments with support, record findings and compare days. Local context: Weather around school and the nearby Pennine uplands. Locate the A57 Snake Pass and A628 Woodhead Pass on a teacher-selected map. Local enquiry: Keep a school weather diary. Compare same-day local observations with a dated upland forecast or photographs. Discuss how rain, wind or snow can affect journeys; use classroom sources for the passes. Outdoor learning: link local weather and terrain to suitable clothing, footwear and agreed boundaries. Use photographs and maps to study Snake and Woodhead passes; these roads are not fieldwork observation sites.	Reception: weather, season, rain, wind, map KS1: UK, country, capital city, season, forecast, temperature, thermometer, compass	Reception: Describe today's weather and a change noticed outdoors; explain clothing for a teddy. Recognise a familiar school feature in a picture. KS1: Locate UK countries; describe a seasonal pattern and use the class weather record to support a comparison. Explain a sensible choice of clothing using weather evidence. Local evidence: Y1: record observations with symbols. Y2: compare records and explain why one day does not show a whole season.

Term and shared unit	Reception objectives and activity links	KS1 knowledge skills and fieldwork	Key vocabulary	Suggested assessment evidence
Lent Why is our world wonderful? (Year 2)	Notice and describe features of local and pictured places. Identify land and water on a globe and know that water is usually blue. Represent familiar features in a drawing or model; begin to explain a preference for a place. Activity links: Exploring maps: Let's build a map!; Creating journey sticks; Map making. Local Reception application: name land, water and a building; model a familiar place.	Name and locate seven continents and five oceans. Identify key UK human and physical features; distinguish features made by people from natural features. Recognise that different local places provide different habitats. Skills and fieldwork: Use maps, atlases and globes; identify UK capitals and surrounding waters. Survey features or habitats in the grounds, tally observations and present a pictogram. Draw a titled map with symbols and a simple key. Local context: Glossop Brook, the River Etherow, local hills and Longdendale reservoirs make useful human/physical feature examples. Include Melandra or Peveril as built heritage landmarks. Local enquiry: Sort photographs, then make a simple local map. Explain that a river is a natural feature whereas a reservoir is a body of water created or enlarged by people. Longdendale's reservoirs were built to supply Manchester. Water safety near Glossop Brook, the Etherow and Longdendale reservoirs: stay with an adult, keep back from banks and obey signs. Never enter the water or go onto ice. If someone is in difficulty, shout for an adult and never go in after them.	Reception: land, water, river, hill, building, next to KS1: continent, ocean, habitat, human feature, physical feature, symbol, key, tally, pictogram	Reception: Describe features noticed on a walk; make a model or map and explain what it represents. Identify land and water with support. KS1: Locate continents and oceans with appropriate support. Classify local features, produce a map with a key and explain what a tally or pictogram shows about the places surveyed. Local evidence: Y1: identify features. Y2: use a key and explain how people have changed the landscape. Safety evidence: Reception: identify a safe adult and say "stay back". Y1: recognise a warning sign. Y2: explain a safe choice using a local photograph.

Term and shared unit	Reception objectives and activity links	KS1 knowledge skills and fieldwork	Key vocabulary	Suggested assessment evidence
Pentecost What is it like to live in Shanghai? (Year 1)	Compare environments in stories and images with where they live. Recognise that places within the UK and in other countries can differ. Talk about map features and use modelled directional language in play. Activity links: Around the world: Home or away?; City or countryside?; Exploring world landscapes. Local Reception application: describe a similarity and difference.	Locate Europe, Asia, the UK and China, and the Atlantic and Pacific Oceans. Identify Shanghai in China. Compare local human and physical features with a small area of Shanghai, noticing similarities as well as differences in buildings, transport and environment. Skills and fieldwork: Use a globe, atlas and photographs to move from world to local scale. Gather local observations on a walk and create a simple sketch map. Compare equivalent features using current photographs; avoid generalising about all of China. Local context: Compare the school neighbourhood in Gamesley/Glossop with a selected Shanghai neighbourhood. Nearby Manchester is a useful familiar example of a city. Local enquiry: Use matched photographs and maps to compare homes, shops, green space, water and transport. Keep the comparison at neighbourhood scale and avoid treating either city as one uniform place. Care for our locality: connect the enquiry with RESPECT and care for creation. Take litter home, protect plants and wildlife and follow signs and paths. Discuss why fires and disposable barbecues can harm nearby moorland. Choose a small school-ground action and review its effect.	Reception: place, country, similar, different, near, far KS1: Europe, Asia, China, Shanghai, continent, ocean, city, transport, aerial photograph	Reception: Talk about a similarity and difference between familiar and pictured places. Describe a route or map feature during play using an adult's model. KS1: Use maps to locate the places studied. Give similarities and differences supported by images or local observations; explain the symbols used on a local sketch map. Local evidence: Y1: name and locate places with support. Y2: explain similarities and differences using map or photograph evidence.

Sources: school Geography overview; Kapow standard long-term plan, vocabulary progression and all four skills and knowledge strands (26 August 2026); Reception activity overviews where relevant. Knowledge is summarised; activity placements, fieldwork adaptations, assessment and differentiation are school-planning suggestions.

Derbyshire County Council — local main rivers — <https://www.derbyshire.gov.uk/environment/flooding/identify-flood-risk/main-river/main-river.aspx>

Derbyshire Historic Environment Record — Longdendale reservoirs — <https://her.derbyshire.gov.uk/Monument/MDR617>

Derbyshire County Council — Snake Pass — <https://www.derbyshire.gov.uk/transport-roads/roads-traffic/landslips/snake-pass/a57-snake-pass.aspx>

Water safety teaching: <https://www.unitedutilities.com/reservoir-safety> ; <https://rnli.org/water-safety/float> ; <https://www.bedsfire.gov.uk/news/999-what-service-do-you-require>

Outdoor care: <https://www.gov.uk/government/publications/the-countryside-code/the-countryside-code-advice-for-countryside-visitors>

Geography Progression Inclusion and Implementation

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The shared topic provides common experiences while map accuracy, depth of explanation and independence develop. Year-specific teaching prompts below adapt the supplied progression; where Kapow repeats expectations across paired years, differentiation is a school-planning suggestion.

Year group	Starting points	Teaching emphasis	Expected evidence and progression
Reception	Start with familiar places, journeys, outdoor observations and talk. Check how pupils describe position, weather and features.	Use stories, play, model maps, photographs and repeated outdoor experiences. Adults model vocabulary without requiring KS1 written tasks.	Notice and describe features; ask simple questions; compare pictured places; explain marks or models and begin to use positional words.
Year 1	Check familiar-place vocabulary, land/water and simple directions. Scaffold the shared Year 2 world unit with repeated map practice.	Locate UK countries, Europe and Asia; model symbols and N/S/E/W. Observe and record with support, using pictures and short oral explanations.	Recognise human and physical features, make a labelled sketch map, describe weather and name similarities and differences between places.
Year 2	Check UK countries and capitals, continents and oceans. Revisit prerequisites through retrieval rather than assuming prior coverage.	Use titles and keys, compass directions and aerial views more independently. Collect a small survey, use tallies/pictograms and begin to explain patterns.	Locate seven continents and five oceans; compare places with reasons; draw a purposeful map and use fieldwork data to answer a simple question.

Reception experiences and continuous provision

Keep a weather station, seasonal observation area, story maps and small-world journeys available across the year. Revisit all six Exploring maps activities through play. Add Around the world: Desert explorers and Polar explorers when comparing landscapes, and the optional Outdoor adventures animal-welcoming activity when improving the grounds. Gather evidence through conversation, drawings, models and photographs.

Inclusive curriculum and adaptive teaching

Pre-teach vocabulary with objects, photographs and gestures; model atlas use and map keys step by step. Offer enlarged or tactile maps, accessible routes, paired roles, oral rehearsal and chunked recording. Build in movement breaks and adult check-ins where needed. Accept spoken, drawn, practical or supported written evidence while retaining geographical thinking. Extend through explanation and evaluation rather than extra copying.

Fieldwork assessment and retention

Begin with a question, choose observations or measurements, collect and present data, then answer using evidence. Plan time for practical work and accessible participation; river observations require a suitable supervised location and risk assessment. Retrieve place names and map skills each term. Use pupil talk and practical tasks alongside final products. Revisit weather versus climate, human versus physical features, maps versus aerial photographs, and the difference between an observation and an opinion. **Use the school grounds in Old Glossop for All Saints or Gamesley for St Margaret's as the starting point. Revisit water-safety choices before any waterside fieldwork and before summer; use photographs where access is unsuitable.**

Subject leadership and accuracy

Sample maps, enquiry outcomes and pupil explanations across year groups; check retained vocabulary, fieldwork participation and increasing independence. Review the agreed two-year map and movement between classes for gaps or repetition. Teach that hotter equatorial conditions relate to more direct sunlight, not being meaningfully closer to the Sun; distinguish Earth's rotation and time zones from its tilt and seasons.